

TEACHERS' VOICE: REFORMULATING THE ROLES OF ENGLISH TEACHERS IN 21ST CENTURY

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ABSTRACT

The emergence of a drastic technological revolution in the 21st century demands the shift of teachers' roles. Unwillingness to redefine the teachers' role causes the poor performances of students at the examination and the disappointed teaching methods and new approaches. Meanwhile, in Indonesia context, teachers seem less responsive to the need and the demand of the school community. This research purposes to identify English teachers' perspectives on the types of English teachers' roles in the 21st century and their adaptation to these roles in fulfilling the 21st century students' skills. Then, the mixed-method is undergone to answer the research problems by using a 30-item questionnaire to 100 English teachers, and an interview to 6 English teachers in Indonesia. The result shows that junior high school English teachers play roles respectively as life-long learner, collaborator, facilitator, assessor, project manager and technology expert, while, English teachers in senior high school believe their roles as life-long learners, facilitator, collaborator, assessor, technology expert, and project manager sequentially. The study also found that they adopt particular roles to meet students' learning and innovation skills, information, media and technology skills, and then life and career skills. In sum, English teachers in Indonesia reformulate their roles and adapt them to fulfill students' skills in the 21st century.

KEYWORDS: Roles of English Teachers & 21st Century Students' Skills

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INTRODUCTION

According to OECD (2013), a high-quality teaching profession requires to be constructed around a wide range of mutually reinforcing policies, one of them is that engaging teachers as active agents in educational reform and innovation. To innovate traditional teaching and learning, teachers managing most of the students' activities in the classroom should teach 21st-century skills preparing them for successful learning, life, and work. In this case, teacher is the key figure in any changes that are needed (Darling-Hammond and Brandsford, 2015 in Lieberman, 2010), so being less responsive to the needs, demands and changes in 21st-century education derives the problems such as failure in learning and teaching to promote the necessary skills preparing students for better future. For instance, in China context, the students' performance in the examination was poor (Chineze et al, 2016) and teaching methods were disappointed happened in medical education as stated by Harden and Crosby (2000). As the reaction to these problems, there is a need to redefine the teachers' roles and changing teaching practices (Wang, 2015). Like Wang (2013), Zhu (2010) also paid attention to a great demand for the transformation of teacher roles from the traditional knowledge transmitter to a new set of roles by the virtue of great challenges faced in 21st-century education where traditional ways of learning should change to innovative ways of learning. In addition to these issues, teachers in Indonesia feel they are not able to lead students to real learning success, their teaching quality is low, and they are reluctant to improve their teaching (Suherdi, 2012). They seem less alert to the need and the demand of the school community. Whereas, their awareness to face the

challenges in 21st -century education is crucial, more specifically for English teachers who teach English as one of core academic knowledge in the 21st-century. The importance of English is also highlighted by Suherdi (2012) that the 21st century requires many skills to get high standard use of English language. Thus, English teachers in this century should be aware that they should successfully lead their students to master high standard of English (Suherdi, 2012).

The problems postulated above are roots of the importance to reformulate the role of English teachers in the 21st -century to increase their awareness in applying for multiple roles in their teaching practices. Therefore, those issues attract the aims of this study to investigate a new set of roles implemented by English teachers in the 21st -century and their detailed descriptions on how they adapt the roles to fulfill the 21st -century students' skills.

The 21st Century Skills and Learning

The 21st -century skills defined by Saavedra and Opfer (2012b) are cross-disciplinary and relevant to many aspects of contemporary life in a complex world. Based on Larson (2011) a leading advocacy organization promoting the infusion of 21st -century skills into education, The Partnership for 21st Century Skills, built a framework for 21st -century learning as depicted in the figure below:

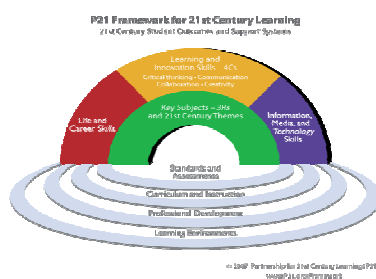


Figure 1: 21st Students' Skills and Support Systems
(Taken from [Http://Www.P21.Org/Our-Work/P21-Framework](http://www.p21.org/Our-Work/P21-Framework))

The framework above describes two essential parts; the rainbow presents “the 21st century student outcomes” and the below part of rainbow reveals “the support systems” to attain the outcomes. The outcomes include the students' skills and become the primary concerns in this study as well. First, *learning and innovation skills* involve creativity and innovation, critical thinking and problem solving, and communication and collaboration. Afterward, the second *skills, information, media and technology skills* involves information literacy, media literacy, and ICT literacy. Last, *life and career skills* consist of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. As the addition to 21st -century learning, the key subjects cover 21st -century themes such as global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, and environmental literacy. Furthermore, the core academic knowledge also consists of English which is really relevant to the 21st -century needs related to the high standard use of language. Therefore, English teachers should take a part to teach those 21st -century skills in the learning process for the sake of embodiment successful students.

The 21st Century Learning

In line with students' skills in the 21st century, the reviews from the result of Round Table discussion by 72 Ontario District School Boards, and Saavedra and Opfer's elaboration (2012a) come to the summary about how the students learn 21st -century skills to attain those learning outcomes. They are the 21st century learning is about changing the types of problems students solve (real-life and authentic), involving 21st century learning and technology, implementing

classroom-based social media use and teamwork to increase students' collaboration, developing thinking skills students, encouraging learning transfer from one discipline to another and from school to other areas of lives, teaching students how to learn on their own as active and autonomous learner, and fostering creativity as the cognitive ability to produce valuable ideas of students. To be compatible with the development of students and teaching process in the 21st century, English teachers should be open-minded to shift their roles to be more complex roles dealing with the demands of 21st-century learning. In addition, a teacher needs to think smartly using new bases instead of traditional classroom situating (the teachers as the transmitter of knowledge) to a new set of role. As suggested by Hampson et.al that "*think outside the classroom box*", it means that teachers should advance outside a traditional transmission model towards innovative ways of learning.

The Roles of English Teachers

According to Antasari and Malik (2013) image of an effective teacher in 21st-century classroom changed from tradition to transformational. To create effective teachers in 21 century, the teachers should enhance and improve their professional skill. The realization of professional English teachers could be supported by implementing a variety of roles. Based on the nature of their research and as the conclusion from several experts, Wang and Xiaofang (2016) mention teacher's roles defined as the deeds or actions teachers take in class to enhance students' learning.

Brown (2001) accounts for the importance of teachers to be able to grow comfortable and confident in playing multiple roles due to two reasons; teachers use their quality to be many things to many different people by also understanding their limitation as well as their strength to be accepted by students, and be consistent fairness to all students equally. By the way of summary, Brown (2001) proposes teachers play role as directors directing the student to engage in both rehearsed or spontaneous language performance, and keep the process flowing smoothly and efficiently, and then as manager, teachers create lesson plan, module, and courses, and set the segments of the time but let the students work creatively within those parameters. Moreover, the other excuse of roles of teachers is stated by Donaldson et al. (2013) that the role of the teacher and trainers is important in many thematic areas that need to be highlighted in the process of defining the goals of the education system.

Furthermore, as some roles of teachers explained above, Gebhard (2000) covers roles of the teacher into two scopes. They are the roles related to English language ability including language authority, cultural informant, and model English Speaker, and then the roles related to the ability to create meaningful interaction consist of needs assessor, classroom management, text adaptor, and entertainer.

In extending the types of teachers' roles Harmer (2007a) voices first, being a *controller* places the teachers as people who lead the classroom from the front when giving lecturing, explaining the material, and organizing question and answer work. Second, as *prompter*, teachers try to help students who are difficult to produce the utterance or writing sensitively and encouragingly by doing prompts. Third, as the *participant*, teachers join in activities such as discussion, role plays, or group decision-making activities. Fourth, as *resources*, the teachers are helpful and available effectively as the important resource. Fifth, as a *tutor*, teachers build an intimate relationship, personal contact, and care equally. Sixth as a *performer*, teachers have unique performance in teaching depended on the particular role of teachers and the activities in the classroom. Seventh, as a *teaching aid*, teachers use mime, gesture and expression convey meaning acceptably. In his another book, Harmer (2007b) adds teacher to act as assessor, they tell students how well the students have done, or give them a grade.

In relation to the infection of technology in 21st century as digital age, Amin (2016) clarifies that the digitalized environment has some basic effects on teaching and learning process, such as makes possible of collaborative learning, promotes independent learning and individual preferences for process, outline, method, and develop students' higher-order thinking; their ability to apply knowledge and skills to analyze challenging problems, grasp broader concepts, and devise new ideas and solutions, and so on. This brings effect to the roles of teachers as well. As stated by Bedford (2013) that technology changes the roles of teachers in the classroom. Similarly, Uibu and Eve (2008) also convey that introducing information and communication technology (ICT) into education has had an impact on the teacher role perception. However, the impressive point found that the technology may change the development of education in 21st century, but it may not cause the risk of human values to be unresolved. That is why redefining the role of teacher becoming technologically oriented is really critical to make sure that students can use technology in wise and optimum result. Specifically, Weinberger, Fischer, & Mandl, (2002 as cited in Amin, 2016) mentions that the roles of teachers has changed and continues to change from being an instructor to becoming a constructor, facilitator, coach, and creator of learning environments. Today teachers are required to be facilitators helping learners to make judgments about the quality and validity of new sources and knowledge, be open-minded and critical independent professionals, be active cooperators, collaborators, and mediators between learners and what they need to know, and providers to scaffold understanding.

The other kinds of roles were recently discovered in several related researches conducted in several particular contexts such as in India, in China, in South Africa, etc. Some roles are redefined as responses to the sophisticated technology emergence in the 21st century. They appear mostly based on the importance to grasp that the existence of internet directs the roles of teachers to be more complicated in order to educate the 21st-century students adequately and to adjust the social changes. The research conducted in India by Amin (2016) alludes that the roles of teachers are the mentor for their learning and overall development as a balanced citizen, motivator for slow learners and fast learners in the digital environment, manager, and facilitator for students who learn through the technologies. Next, Zhu (2010) expands the research interest to know the perspective of Chinese teachers towards their roles, and the relationship between their perceptions and their adoption of educational technology resulted that teachers adopt the educational technology, that is why they embodied the roles as teachers of facilitator/ expert profile and facilitator/delegator profile although actually the development of ICT integrated into teaching and learning was still challenging faced by the Chinese educational context. However, teachers of facilitators /expert profile and facilitator/delegator profile are more willing to adopt the educational technology. Subsequently, the changing role of teachers also happened in South Africa specifically in higher education institutions. As performed by Odora and Matoti (2015), it yielded the technology acceptance influences continuous evaluation of teachers' role to be facilitators, coordinators, co-learners, and IT specialist and network administrators. Additionally, Chineze et al (2016) found that the types of occupational roles of teachers in the 21st century are technology expert, facilitators, life-long learner, project manager, collaborator, and assessor. Last, Ahonen, et al (2014) conveys that teachers' role is a facilitator of students' active role although in learning they still primarily be knowledge transmitter due to difficulties such as students were still perceived passive in school practice.

From the related researchers above, it can be agreed that teacher is not again the only accessible source of knowledge. Those researchers have the same result in terms of dominant changes of the 21st teacher as facilitators helping students to discover knowledge on their own. Additionally, Harmer (2007a) states that facilitator is a particular of the teacher, one who is democratic rather than autocratic, and one who fosters learner autonomy by acting as more of a resource than a transmitter of knowledge. Furthermore, it is also essential to specify roles of teachers and reformulate them

in accordance with the needs and demands of 21st-century skills. It is supported by Eble (1976, as cited in Zhu, 2010) that teachers roles are influenced by the particular pattern of needs. This effort does not mean to limit the previous roles of teachers, but it broadens and redefines roles of teachers in the changing of 21st-century education. Chineze et al (2016) suggest some roles which meet the 21st-century students' skills along with the each role's criteria as mentioned in findings. Some of them are technology expert, project manager, assessor, collaborator, facilitator, and life-long learner. Further, these roles and its criteria are used to be the framework to gain the data about English teachers' roles in this research.

Having the similar interest to those previous studies, this study sheds more light on the reformulated roles of teachers, but it brings difference with it as its focus namely English teachers in Indonesia context. Thus, it tries to seek the answer of English teachers' perceptions on the types of their roles in the 21st-century education and the adaptation of these new roles to fulfill the 21st-century students' skills. This study is conducted to answer those two research problems. Furthermore, theoretically, the significances of this study can be literature for English teachers about the English teachers' roles appropriate to the 21st-century students' skills and can be a resource for the next researchers who attempt to construct the same topic of research. Practically, it is expected that this study can be a powerful motivation, triggers, and reflections, for English teachers to build their awareness and to have willingness in implementing the new set of roles and to adapt them to meet 21st-century students' skill.

Method

This study administered mixed research method and used a descriptive survey design. Mixed method is chosen as fitting the way to answer research questions. As stated by Malik and Fuad (2016) mixed method aims to put quantitative and qualitative data together, so the first research question was answered by using a questionnaire and the second question is answered by using an interview. Then, a descriptive survey design was employed since it deals with English teachers' perception of their new roles in the 21st century.

Respondents

This research has chosen 50 English teachers of the junior high school and 50 English teachers from senior high school as the respondents randomly for the survey. Then, three English teachers of the junior high school and three teachers of the senior high school were chosen based on purposive sampling for the interviews. They were chosen because they experience teaching for more than two years, they understand the framework of 21st-century skills and they are post-graduate students.

Table 1: Number of Participants and the Interview Date

Participants	School	Date of Interview
Teacher A	Junior high school	On the 9 th of May 2017
Teacher B	Junior high school	On the 17 th of May 2017
Teacher C	Junior high school	On the 17 th of May 2017
Teacher D	Senior high school	On the 9 th of May 2017
Teacher E	Senior high school	On the 9 th of May 2017
Teacher F	Senior high school	On the 9 th of May 2017

Instrumentation

Questionnaire

The questionnaire for this study is adapted from Chineze (2016). It consists of 30 items requiring the respondents to choose five-point Likert scale to what extent they never/always do particular roles. Then, it was delivered via online

through google-form.

Interview

The semi-structured interview was carried out to totally 6 English teachers. To do this interview, the researcher prepares the outlines of questions which are given in interview (Sugiyono, 2007). As Nunan (1992) states that in a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go. as noticed by Alasuutari and Silverman (2006 in Uibu, 2008) that it is suitable method to get information about teachers' views about their experiences, this interview is beneficially appropriate to answer the research question number 2 about teachers' perception on how they adapt their roles to fulfill 21st -century students' skills. Thus, the interview protocols are composed based on the teachers' roles formulated by Chineze et al (2016) and 21st -century students' skills by the Partnership for 21st -century skills framework.

Procedures

To conduct this research, the data collection procedures involve first phase namely distributing online questionnaire in google-form to get quantitative data about the types of English teachers' roles as the answer to research question number one. Conducting a semi -structure interview is the second phase to get the information on how they adapt their roles to fulfill the 21st -century students' skills as the answer of research question number two, and then the interview result is transcribed and coded according to the themes.

Data Analysis

For the first part of the research, statistical data analysis is conducted to get a mean score of each role. Then, the qualitative data analysis conducted based on several generic process from Creswell (2009) namely organize and prepare the data for analysis, read through the data, begin the detail analysis with a coding process, use the coding process to generate a description of participants and themes, represent the description in qualitative narrative, and finally make interpretation or meaning of the data.

FINDINGS AND DISCUSSIONS

This section presents the answers to research questions about the types of English teachers' roles in the 21st -century education and English teachers' adaptation of their new roles to fulfill the 21st -century students' skills.

Types of English Teachers' Roles in the 21st Century Education

Table 2: Group Mean of Occupational Roles Types of English Teachers in Junior and Senior High School

Types of Occupational Roles	Junior High School	Senior High School
Technology expert		
Use technology in classroom instructions	2.40	2.56
Have students use technology to find information	2.47	2.72
Network and chat with learners on social media	2.04	2.08
Give internet- based assignment	1.86	2.10
Adapt software and hardware into learning tools	2.20	2.14
Incorporate video, online games to enhance learning	1.38	1.68
Group Mean	2.06	2.21

Table 2: Contd.,		
Project Manager		
Students work collaboratively on projects	2.80	2.70
Projects are interdisciplinary	2.18	2.10
Projects relate to real-life situation	2.62	2.62
Projects require higher order thinking skills	1.90	1.98
Projects are research-based	1.24	1.30
Group Mean	2.15	2.14
Assessor		
E-assessment	0.66	0.84
Uses wide range of assessment strategies	2.46	2.70
Assessments tailored to the needs of the learner	2.92	3.06
Performance based assessment	2.62	2.84
Group Mean	2.17	2.36
Collaborator		
Encourage effective group interaction	3.04	3.00
Fosters co-operation and team-spirit	3.20	3.12
Encourage student's critical thinking skills	2.92	3.00
Collaborate with other stakeholders	2.34	2.34
Work with students in small groups	3.04	2.84
Group Mean	2.91	2.86
Facilitator		
Facilitates effective communication	2.98	2.96
Create environment that supports expression of ideas	3.14	3.16
Guides in filtering on-line information	2.54	2.70
Guides students in finding and interpreting information	2.68	2.68
Facilitates self-directed learning	2.68	2.86
Group Mean	2.80	2.87
Life-long Learner		
Model life-long learning	3.10	2.88
Model global awareness	2.98	2.74
Encourage student's curiosity	3.16	3.14
Provides hands-on-learning activities involving all the senses	2.56	2.46
Teach the value of learning	3.58	3.60
Group Mean	3.08	2.96

From the table above, it is highly appreciated that the English teachers both in junior high school and senior high schools had similarity in terms of implementing all types of the roles. It can be shown from the mean of each role is upto the criterion mean (2,0). The mean of English teacher roles respectively (junior high school followed by senior high school), they are technology expert (2,06 and 2,21), project manager (2,15 and 2,14), assessor (2,17 and 2,36), collaborator (2,91 and 2,86), facilitator (2,80 and 2,87) and life-long learner (3,08 and 2,96).

Aside the similarity, the values of the mean of each role in both Junior high school English teachers and Senior

high school English teachers are different. The mean score of English teacher in junior high school show the order of the roles considered by the most significant respectively as life-long learner, collaborator, facilitator, assessor, project manager, and technology expert. While, English teachers of senior high school regards the life-long learner as the most important too, followed by the facilitator, collaborator, assessor, technology expert, and project Manager. Moreover, this also indicates the different level of awareness of English teachers in implementing the roles.

Interestingly, the significant difference is from being technology expert, English teachers in Senior high school had a higher mean score (2.21) than English teacher in Junior high school (2.06). From the result of the interview, it seemed that the lack of technology available in some Junior high school is the excuse. Then, the awareness of Senior high school English teachers to be technology expert is higher. In other side, although the significant was not too high, the English teachers of the junior high school had the first rank of mean score in being a collaborator (2.91) and life-long learner (3.08). It means their willingness to adopt these two roles are higher. While English teachers in senior high school had a higher mean score in being technology expert (2.21), assessor (2.36) and facilitator (2.87), it brings the meaning that they alert more in accomplishing those particular roles. However, for the similarity, the other role as the project manager, the mean score of them closely remained the same (2.15 and 2.14). In conclusion, the roles of English teachers in junior high school and senior high school covers all the proposed 21st-century roles by Chineze et al (2016), although the result represented through mean score could be close similar, different or highly different.

The Adaption of English Teachers' Roles to Fulfill the 21st Century Students' Skills

The awareness of teachers regarding their teaching practice should reach the highest level of reflection as stated by Richards (1998), where the teaching is constantly renewed by critical reflection and self-assessment. In this part, English teachers reflect themselves performing some renewed roles leading effective teaching practices that they should adjust too. Then, the perception on how they adapt their roles to fulfill the 21st-century students' skills are arranged based on 21st-century students' skills covered in their teaching practices as follow:

Learning and Innovation Skills

As mention previously that learning and innovation skills cover some subset skills namely communication and collaboration, critical thinking and problem solving, and creativity. This research found some roles in accordance with these skills the English teachers should cover. First, the communication and collaboration skill sets refer to the ability of individuals to communicate clearly, using oral, written, and non-verbal languages, and collaborate effectively and responsibly with diverse populations (Pacific Policy Research Center, 2010). To fulfill these skills, all teachers understand their roles as a facilitator who facilitates effective communication and environment that supports expression ideas. For instance, teacher B mentioned that she asks students to deliver an opinion as for the way to create their confidence in expressing the arguments. Then, English teachers act as a collaborator who encourages effective group interaction, cooperation, and team-spirit. This result is in line with Ahonen et al (2014) that teachers often foster students to become active and collaborative learners. All teachers view creating a group project for students can encourage their collaboration. Students can demonstrate competence to work effectively and to interact respectfully in the group since they are divided not based on their gangs or closeness each other, but based on the level of proficiency as the purpose to build the balanced power of groups. Furthermore, the communication skills can also be built inter groups as stated by Teacher B that students can present and give feedback from the other friend or other group works. By managing the group work meaning English teachers reflected themselves as project manager, they manage the students to work with other students collaboratively and

socially on the project. This result is line with Amin (2016) who also found a role of teachers as manager of students social and emotions behaviors.

Dealing with critical thinking and problem solving, English teachers act roles as project manager and collaborator. First, they set the project requiring higher order thinking skills of students. Unfortunately, teacher A and B states that they still did not design activities for critical thinking due to the low competence of students. For Teacher F implementing discovery and problem-based learning is the ways to cultivate students' critical thinking, while teacher E and B have similar ideas that asking students to respond issues in reading activity can encourage students' critical thinking. The students can express whether they agree or not with the text and can conclude the solution for the issues. In brief, they impart knowledge from a text with purpose to involve students in critical thinking and problem-solving. Interestingly, Teacher C has the idea by facilitating the students to respond up to date phenomenon related to their daily life to be a critical thinker. Moreover, teacher B also conveys her role as the assessor. It is in line with the finding from Chineze (2016) that an assessor is included as critical role of the teacher in the 21st century. In specific, theater B stated that she used portfolio assessment to evaluate students' work, as mentioned by her below:

Teacher B: I usually collect their task in form of portfolio; I stick on the English wall magazine for the best assignment to motivate them as rewards also.

By doing this, she built students' creativity skill as alluded by Charvade, Shahrokh, and Morteza (2012) portfolios orient the students to produce various types of more authentic works and urge them to be more creative.

Information, Media and Technology Skills

These skills are emerged due to the emergence of Information, media, and technology. The English teachers' role as technology expert coincides to meet students skills in 21st century namely information literacy, media literacy, and ICT literacy. As the result of interviews, English teachers in both schools begin using ICT to help them performing the role as technology expert to promote acquisition of information, media and technology skills. Most of them use PC or computer, projector, power point presentation, digital music or song and videos. They use these technologies mainly as the media to deliver the material. However, there is stressing that use of technology is based on the activities too such as in listening, they need the speaker, tape recorder and English song where students fill the blanks based on the lyric of the song they hear. These findings seem to be in line with previous findings from Odora and Matoti (2015) that at least the respondents of the research, lecturers, have a role as IT specialist who play digital music media, and use the computer for creating a multimedia presentation, although its proportion is less than using a computer for producing the document. However, the lack of projector in one of respondent junior high school becomes the barrier for her to use it frequently as viewed below:

Teacher B:... But the time to use it cannot be predicted, because we only have one projector in our school, so there is particular turn to use that...

Additionally, dealing with the excessive information of debatable quality supplied by ICT, the internet is in this case, it forms English teachers' role as a facilitator since it requires teachers to be able to select information and assess its quality (Uibu and Eve, 2008). By doing this, they can facilitate students with valid online information and even they can guide students in filtering on-line information by teaching them how to select information and evaluate its quality. Thus, the attempts of a teacher involve into three main matters. First, teacher A, B, C, E and F emphasized the importance of students to access credible and dependable sources of information on the internet. To achieve this, teacher B directly

facilitate the website for students to access. Second, in terms of avoiding plagiarism, teacher E and F highlights the value of responsibility and honesty in citing the online information by inputting the reference in their assignment. It means that at the same time, teacher E and F conceived themselves as life-long learner role to teach the value of leaning. Third, teacher B and D paid much attention to assist the students from the negative sides of internet such as pornography. Thus as a facilitator, they guide students to access the online information by regarding to the norms, so the negative thing such as pornography can be avoided.

Life and Career Skills

In navigating life and career skills of students, the English teachers play roles as life-long learner, facilitator, and project manager. Furthermore, the data resulted from the interviewed indicate the initiative and self-direction, social skills, leadership and responsibility as the concerns. Dealing with modeling life and career skills teachers turn into life-long learner, according to Churches (2009) one of a characteristic of 21st- century teachers is the model meaning teacher should be the model to teach moral value to students such as having tolerance, acceptance, global awareness and reflection. This finding seems in accordance with the study of Zhu (2010) who finds that the majority of Chinese teachers considered “model” as essential role. It means they are not only model of knowledge, but also model of morality. Interestingly, Teacher A, D, E and F point their answers to the implementation of 2013 curriculum assessment in Indonesia which emphasizes character building and attitudes assessment as explained in appendix of Ministry of Education and Culture number 104 year 2014. This assessment covers core competence I (spiritual attitudes) and core competence II (social attitudes). That is why it is compulsory for them to teach values such as honesty, responsibility, discipline, and leadership. Especially, teacher D stated that he teaches in Islamic school emphasizing Islamic values as below:

Teacher D: if it is about teacher values of learning, it is related to character building; it is really emphasized by me. Especially, our school is Islamic school which is based on Islamic values, so we really teach the values not only morale but also religiosity taught in Islam religion is really stressed in their daily.

Practically, teacher E and C portrayed the activities in teaching values from the message covered in the narrative text students learn. While teacher A and F emphasize on the time they can teach values in the beginning, middle or at the last minutes of teaching. The most important is that the values should be in line with material, should be planned in lesson plan, and could be from what is going on in the classroom as mentioned by Teacher C. In addition to reflect as life-long learner, the answer of teacher C shows that she modeled the 21st century theme namely global awareness where they want the students to have digital awareness by maximizing the use of their smartphones for education supports, for example downloading dictionary application.

Dealing with accommodating the initiative and self-direction skills of students, English teachers act as facilitator to facilitate self-directed learning. Most of teachers believed that giving assignment or homework for individual of group is effective to facilitate students for self-directed learning. As mentioned by Teacher A as follows:

Teacher A :ough.. I usually give homework to the students. Usually, most of students do not want to study if there is no homework, so if there is only little homework, it make them open the book for learning.

The impressive answers come from teacher B who utilizes mobile library of her province coming once a week in her school. She asks students engage with information from the mobile library independently. By adapting these varieties of roles, it seems that teachers can fulfill life and career skills of students in 21st century.

CONCLUSIONS

The educational reform and drastic development of modern technologies in 21st -century are inevitable matters that the teachers should respond, accept, and prepare to develop. In reforming their roles English teachers move from traditional ways of teaching towards innovative ways of teaching. English teachers in junior high school see themselves first and foremost as life-long learner, collaborator, facilitator, assessor, project manager and technology expert, while, English teachers of senior high school perceive the life-long learner as the most important too, followed by being facilitator, collaborator, assessor, technology expert, and project Manager. Beneficially, how they perceive their new roles influences their pedagogical practice accomplished by them. Furthermore, these teaching practices can be reflected through implementing some roles embodied by task or activities they considered effective to attain 21st -century students' skills. By doing the change of their role and adapt the changes into their teaching practice they can meet the 21st - century skills of students.

As the recommendation, teacher should try to upgrade their competences to completely fulfill the 21st -century students' skills by performing appropriate roles. After that, the government can organize and construct careful teacher supervision to improve teachers' awareness dealing with performing the roles which meet 21st -century skills. In addition to other researchers, they can broaden the area of this research to find the difficulties experienced by English teachers and addresses the solution for them in performing their roles. Parallel to the teachers' roles transformation, the roles of students can be explored too in the next researches to lead students' concept in perceiving themselves as active and collaborative problem solvers, decision-makers, lifelong learners, and managers of their own learning. Thus, there will be the corresponding concept between roles of English teachers and students in the 21st - century.

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APPENDIX

Possible Questionnaire to Identify Teachers' Roles

Name:

School to teach: Elementary School/ junior High School/ Senior High School/College

Types of Occupational Roles	Always	Often	Sometimes	Rarely	Never
Technology Expert					
Use technology in classroom instructions					
Have students use technology to find information					
Network and chat with learners on social media					
Give internet- based assignment					
Adapt software and hardware into learning tools					
Incorporate video games to enhance learning					
Project Manager					
Students work collaboratively on projects					
Projects are interdisciplinary					
Projects relate to real-life situation					
Projects require higher order thinking skills					
Projects are research-based					
Assessor					
E-assessment					
Uses wide range of assessment strategies					
Assessments tailored to the needs of the learner					
Performance based assessment					
Collaborator					
Encourage effective group interaction					
Fosters co-operation and team-spirit					
Encourage student's critical thinking skills					
Collaborate with other stakeholders					
Work with students in small groups					
Facilitator					
Facilitates effective communication					
Create environment that supports expression of ideas					
Guides in filtering on-line information					
Guides students in finding and interpreting information					
Facilitates self-directed learning					

Table: Contd.,					
Life-long Learner					
Model life-long learning					
Model global awareness					
Encourage student's curiosity					
Provides hands-on-learning activities involving all the senses					
Teach the value of learning					

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